Computer Basics Day Two

LEARN

**Link:**

The teacher begins the lesson asking students if they encountered any computers after school to open the dialogue for instruction. The teacher will quickly review Lesson 1 on external computer components, and then introduce the topic of internal computer components through the use of a PowerPoint and a call and response poem about computer hardware. (See call and response document)

The teacher will use the analogy that just as their our things inside our body that we cannot see that help our bodies work and function, that is also how a computer works, there are parts on the inside that are working hard to help a computer do it’s job too. These concepts will be reinforced through the use of the PowerPoint slides.

**Educate:**

**Goal:** Students will learn more complex internal computer hardware.

**Objectives:**

Students will be able to recall basic computer hardware components learned in the previous lesson using a call and response poem.

Students will be able to discuss internal computer hardware using proper technical terms.

Students will be able to complete the PowerPoint self-guided quiz independently.

Students will be able to identify internal and external hardware components using a flashcard game.

**Materials:**

Internet Computers

Slap Jack CardsInstructional PowerPoint

PowerPoint Quiz Computer Call and Response Poem

**NETS:** 1a, 1c, 2a

The PowerPoint will demonstrate a visual example of external hardware computer components and provide the written term of the component and definition of its function.

Each slide will seek to answer or describe the following:

* What does it look like?
* Term- What is it called?
* Definition- What does it do?

**Active Learning**:

To assess if students are ready to work independently, students will be placed in groups of two to play a game called “slapjack.” Each group will be given cards with pictures of external and internal components on them, they will turn the cards upside down and flip the card over to reveal the pictures, the person who guesses the correct component first gets the card, and the person with the most cards wins the game. During this collaborative learning experience, the teacher will be able to monitor the games and identify if students are ready to go on to the working independently.

Students will visit an independent interactive center that will contain an interactive PowerPoint formative quiz. The quiz will ask questions and visually show computer components (similar to the group instruction PowerPoint). Students will be able to choose an answer and get immediate feedback.

**Reflect** **and Review:**

Kindergarten: The teacher will ask the class to discuss in pairs what they liked and disliked about their learning experiences.

First Grade: The teacher will ask the class to write two sentences and draw two pictures. One picture and sentence about what they liked, and another picture and sentence about something they did not like or did not understand.

Second Grade: Students draw a picture and write four sentences describing what they learned and what they liked and did not like about the lesson.

Based on the students’ reflections, and the teacher’s observations in the classroom, the teacher can make adjustments/modifications to the instruction accordingly.

**Next Steps:**

Students will be instructed to think about what computer components do. Do they send information to you, or do they send information to the computer? They will be asked to think about the components they use most often, and what those components do with information.